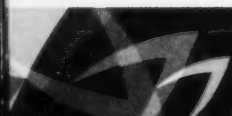


Implementation Guide

DRAFT 2007–2008





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INTRODUCTION

The Student Success Strategy is part of the government's commitment to reach every student, which benefits all students by providing more choice in innovative, engaging, and quality learning opportunities.

The Specialist High Skills Major (SHSM) is one component of Phase Three of the Student Success Strategy, announced in December 2005 and launched in the 2006–07 school year. Other components include legislation requiring all students to stay in school to age 18 or until graduation; expanding cooperative education programs and opportunities for dual credit programs in publicly funded postsecondary institutions; and establishing more formal links between secondary schools and institutions and organizations associated with the four postsecondary pathways – apprenticeship training, college, university, and the workplace.

The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD), and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.

Pursuing a Specialist High Skills Major enables students to:

- customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD;
- select a bundle of 8 to 10 required credits focused on sector-specific knowledge and skills that are:
 - valued by the sector and postsecondary educational institutions;
 - designed to help prepare students for a postsecondary destination of their choice in a particular economic sector;
 - designed with the flexibility to allow students to shift between pathways (e.g., switch from a pathway leading to college to an apprenticeship pathway) or to discontinue the SHSM program if their career plans change in Grade 11 or 12;
- provide evidence of achievement of the required components of the SHSM (e.g., sector-recognized certifications) for prospective employers and postsecondary educational institutions;
- explore, identify, and refine career goals and make informed decisions about their postsecondary options;
- take part in “reach ahead” experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps;

- develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport;
- access resources, equipment, and expertise that may not be available in their secondary school.

A. THE SPECIALIST HIGH SKILLS MAJOR

This SHSM implementation guide is published by the Ministry of Education to support school boards and secondary schools in launching Specialist High Skills Major (SHSM) programs. In addition, the following sector-specific guides are available for 2007–08:

- Agriculture*
- Arts and Culture
- Business
- Construction
- The Environment
- Forestry*
- Health and Wellness
- Horticulture and Landscaping*
- Hospitality and Tourism
- Manufacturing
- Mining*
- Transportation

Each Specialist High Skills Major consists of five required components. Students must successfully complete all the required components in order to earn the SHSM designation on their diploma – a red seal embossed with the words “Specialist High Skills Major”. In addition, students receive an “SHSM Record” (see page 22), which outlines their achievement with respect to the following five required components:

1. a defined bundle of 8 to 10 Grade 11 and Grade 12 credits
2. sector-recognized certifications and training courses/programs
3. experiential learning activities within the sector
4. “reach ahead” experiences connected with the student’s postsecondary pathway
5. development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation

The five required components for an SHSM diploma designation are designed to give students a rich and varied range of curriculum-based and experiential learning experiences, as a foundation for making a successful transition to their chosen postsecondary education or training program or occupation.

The five required components of each SHSM are further outlined in the sector-specific guides. Representatives from business and industry sectors, organized labour, sector councils, teacher federations and associations, postsecondary and other educational institutions, training organizations, school boards, and other ministries were consulted and have provided input into the development and implementation of the SHSMs.

* The four SHSMs marked by an asterisk were formerly included under the broad heading “Primary Industries”.

The required components of an SHSM ensure quality programs that are valued by postsecondary and employer partners and that open doors for graduates.

Students must successfully complete ALL FIVE required components to earn the SHSM designation on their diploma.

No substitutions for any of the required components are permitted; however, school boards may add to the SHSM's components to reflect a local emphasis.

1. BUNDLED CREDITS

Each SHSM has a bundle of 8 to 10 required Grade 11 and Grade 12 credits, depending on the sector and/or the pathway for each of the four postsecondary destinations. These credits provide students with skills and knowledge particular to, and valued by, the SHSM sector. School boards and schools should refer to the pathways charts and the bundles of credits charts in the sector-specific guides for examples.

The bundle of credits for an SHSM consists of:

- i) 4 major credits;
- ii) 2 to 4 other required credits;
- iii) 2 cooperative education credits.

The credits in the bundle prepare students for one of four postsecondary options – apprenticeship training, college, university, or the workplace.

- The bundle of credits for every SHSM offered by a school must be approved by the Ministry of Education.
- No substitutions for the credits in the approved bundle are permitted.
- No changes are permitted in the grade level of required credits for an SHSM, as identified in the sector-specific guides.

i) Major credits

Each SHSM has four major credits that enable students to build a foundation of sector-focused knowledge and skills. The major credits may be:

- credits for Ontario curriculum courses;
- credits for ministry-approved locally developed courses (LCDs); or
- dual credits, which are subject to their own approval policies and procedures.

An SHSM can be designed to focus on a specific area within the given sector – for example, the SHSM–Business can focus on entrepreneurship, marketing, accounting, or some other area of business. This focus is achieved through the selection of the four major credits in the bundle. Depending on local circumstances, boards may elect to offer one or more variants of the SHSM in a given sector, each with a particular area of focus. Where a choice of focus areas is offered, students are required to select one.

ii) Other required credits

In addition to the major credits, each SHSM includes *other required credits* from the Ontario curriculum. These courses are delivered by the teachers of the required subjects, and involve the use of contextualized learning activities (CLAs), which enable students to connect their learning in these courses to their SHSM sector. CLAs are based on curriculum expectations from the required course. One or more CLAs, totalling a minimum of six hours in length, must be incorporated into each required course. (A CLA template is provided in Appendix A.)

Before the CLAs are developed or delivered to the students, it is beneficial to have the teachers of the other required credits, such as English or mathematics, familiarize themselves with the sector-specific knowledge and skills of the SHSM major credits. This will provide opportunities for these teachers to gain insight into the relationship between their subject and the SHSM. For example, in a Construction SHSM, the math teacher may visit a construction site to observe the application of mathematical principles in the calculation of the rise, run, and length of roof rafters.

The CLAs can be delivered to:

- an entire class, if the students are timetabled as an SHSM cohort;
- individual or small groups of SHSM students within an existing class;
- individual SHSM students, through e-learning.

iii) Cooperative education credits

Cooperative education provides authentic learning experiences in a workplace setting that enable students to refine, extend, apply, and practise the sector-specific knowledge and skills acquired in the bundle of credits. Each SHSM pathway requires that students complete a minimum of two credits in cooperative education linked to the major credits. (More than two credits are recommended, if the student's timetable permits.)

Students may earn their minimum of two cooperative education credits in Grade 11 and/or Grade 12, as a single credit in each grade or a double credit in one grade. (Students in the university pathway, however, are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.) Depending on local circumstances, students may have to complete their cooperative education credits through continuing education, in the summer, or through virtual cooperative education. See *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000* and Appendix B in this guide, "Workplace Safety and Insurance Coverage for Students Participating in Experiential Learning Activities".

2. SECTOR-RECOGNIZED CERTIFICATION AND TRAINING

The requirements for certification and training recognized and recommended by the sector are described in each sector-specific guide. This component of the SHSM enables students to acquire the knowledge and skills related to safe work habits and sector-specific training. In addition, students with sector-recognized certifications and training have an advantage when entering the workforce.

Some of the required certifications and training courses/programs (e.g., First Aid, CPR) are applicable to all sectors; others are specific to the requirements of the sector (e.g., fall protection in the Construction SHSM). *No substitutions for items in the list of certifications and training courses/programs included in each sector guide or changes in the number of required certifications and training courses/programs are permitted.* School boards and schools may provide opportunities for students to earn additional certifications and complete additional training. This enables boards and schools to customize the program to reflect a local focus.

Certification and training courses/programs must:

- be delivered by a certified trainer – a person recognized by the certification provider or by the sector as an authority. (This requirement does not apply to WHMIS.);
- include an assessment and evaluation component;
- include, wherever possible, documentation such as a certificate or other proof of completion for the student's portfolio and the student's SHSM Record. The SHSM Record will indicate the title of each certification earned or training course/program completed, the number of hours involved, and the date the certification/training was completed.

3. EXPERIENTIAL LEARNING ACTIVITIES

The SHSM experiential learning requirement consists of planned learning activities that take place outside the traditional classroom setting. Experiential learning, which can include job shadowing, job twinning, work experience, virtual work experience, and cooperative education (see Appendix C), enables students enrolled in the SHSM to find out about the opportunities available to them in connection with the careers that interest them.

Experiential learning activities give students opportunities to explore, observe, participate in, and reflect on a variety of sector-specific experiences and careers. They also enable students to increase their awareness of, and develop, the Essential Skills and work habits required in the sector, and to have their performance of those skills and habits assessed and documented, using tools connected with the Ontario Skills Passport. The guidance and career studies course "Navigating the Workplace" (GLN4O), which is recommended in a number of SHSM pathways, also provides opportunities for meaningful experiential learning.

Experiential learning opportunities could include:

- one-on-one observation of a cooperative education student in a placement in the sector (example of job twinning);
- a day-long observation of a person working in the sector (example of job shadowing);
- a one- or two-week work experience with a member of an industry association or a professional in the sector (example of work experience).

Sector-specific examples of experiential learning opportunities include the following:

- Agriculture – attending a 4-H meeting
- Arts and Culture – inviting elders to teach traditional dances and storytelling
- Business – participating in the operation of a school store or tuck shop

- Construction – building a storage shed for a community organization
- The Environment – participating in a promotional campaign for recycling
- Forestry – assisting the Ministry of Natural Resources in the restoration of an area in the community
- Health and Wellness – visiting a healing centre or a retirement centre
- Horticulture and Landscaping – redesigning the gardens in front of a school
- Hospitality and Tourism – assisting with a lunch-hour celebration of multiculturalism
- Manufacturing – participating in a Skills Canada competition
- Mining – visiting a museum or science centre and participating in an activity related to mining
- Transportation – touring the municipality's transportation department

An experiential learning activity connected with the student's postsecondary pathway can also be considered a "reach ahead" experience (see section 4, below). Note, however, that the activity can be recorded *only once* on the student's SHSM Record – as either an experiential learning activity or a "reach ahead" experience. This restriction reflects the expectation, described earlier, that the student's SHSM program will offer a rich and varied range of experiential learning opportunities. (See the sector guides for examples of experiential learning activities that could also be "reach ahead" experiences.)

Cooperative education is also a form of experiential learning. However, for the purposes of the SHSM program requirements and the student's SHSM Record, the two cooperative education credits must be counted as part of the SHSM bundled credit requirement.

Experiential learning placements for students must be arranged by the school and must meet the following requirements:

- A placement must be assessed by a teacher before the student is assigned to it to ensure that the placement offers a positive learning environment and a safe workplace. (See *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*, 2000. Available online at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.)
- A placement must have Workplace Safety and Insurance Board coverage through the ministry or the workplace. (See Policy/Program Memorandum No. 76A, September 27, 2000; excerpted in Appendix B of this guide.)

For more information consult *Live Safe! Work Smart! Appendix for Cooperative Education and Other Forms of Experiential Learning*, at www.livesafeworksmart.net/english/coop/coop_apdx.htm.

For a summary of the regulations governing age requirements for working in and/or visiting workplaces in Ontario, see Appendix D.

4. "REACH AHEAD" EXPERIENCES

Students pursuing an SHSM must have opportunities for "reach ahead" experiences connected with their postsecondary pathway. These experiences enable Grade 11 and 12 students to gain confidence in their ability to be successful, refine skills and work habits, and make informed choices about future careers and next steps.

"Reach ahead" opportunities could include:

- job shadowing for a day or more;
- attending a number of college or university classes in the student's area of interest;
- attending/participating in a science fair or business or technological skills competition;
- attending a conference or workshop held by the economic sector for their SHSM;
- completing a dual credit course, which counts for credit towards both the OSSD and a postsecondary certificate, diploma, or degree or Level 1 Apprenticeship. (Dual credit courses are ministry-funded and subject to separate approval policies and procedures.)

5. DEVELOPMENT OF ESSENTIAL SKILLS AND WORK HABITS, AND USE OF THE ONTARIO SKILLS PASSPORT (OSP) FOR PURPOSES OF DOCUMENTATION

Human Resources and Social Development Canada (HRSDC) has identified and validated the Essential Skills that people need for life, learning, and work. Essential Skills are foundational skills that make it possible to learn technical skills and other job- or workplace-specific skills. They are skills that enable people to perform tasks required in their jobs and to participate fully in the workplace and in the community. These Essential Skills are transferable from school to work, job to job, and sector to sector. The Ministry of Education and the Ministry of Training, Colleges and Universities have developed the Ontario Skills Passport (OSP) on the basis of HRSDC's Essential Skills. The OSP also incorporates work habits that are beneficial not only for work but also for life and learning.

The Ontario Skills Passport provides clear descriptions of Essential Skills that are used in nearly all occupations and of work habits that are important for success in the workplace. The OSP provides a common language that helps students build competence and confidence and make connections between school and their prospective careers. The OSP also provides employers with a consistent method of assessing the student's demonstration of these skills and work habits in the workplace. The OSP serves a similar function for educators delivering Ontario curriculum courses (e.g., Navigating the Workplace – GLN40) and related activities that provide students with opportunities for meaningful experiential learning and the development of Essential Skills and work habits.

Sector representatives consulted on the development of the SHSMs emphasized the importance of Essential Skills and work habits included in the OSP. Students pursuing an SHSM track their development of Essential Skills and work habits in their OSP Work Plan throughout their experiential learning activities (including cooperative education placements and "reach ahead" experiences). In consultation with the teacher, employers assess each student's demonstration of Essential Skills and work habits identified in the OSP and record their assessments in the student's OSP Work Plan.

The OSP website (<http://skills.edu.gov.on.ca>) offers resources for the use of the OSP in SHSM programs.

The OSP consists of the following three main components:

- i) a **database** of workplace tasks, classified by skill, skill level, and occupation
- ii) a **work plan**, which students use to track their development of skills and work habits and which employers complete and sign to confirm demonstration of skills and work habits by the student in the workplace
- iii) a variety of **applications and resources** that help students identify their skills and plan further skill development

The OSP is used in the SHSM to:

- help students identify and gather evidence of their skills;
- enable students to plan further skill development;
- provide a point of reference to match strengths and interests with skills and work habits specific to students' sectors of interest;
- reinforce the connection between Essential Skills and work habits identified in the OSP and curriculum-based activities.

Using the OSP to track their development of Essential Skills and work habits will benefit students as they make the transition from school to their postsecondary program or occupation.

Technical competencies related to specific occupations are not currently identified in the OSP. For students in the SHSM apprenticeship training pathway, the Apprenticeship Training Standards may provide this information for use in OSP work plans. Additional information on the technical competencies is available on websites pertaining to the trades, which are listed in the Resources section of each sector-specific guide.

B. PLANNING AN SHSM

School boards need a strategic plan to ensure that a quality SHSM program is available for students. This plan should address all aspects of a quality program, including board and school advisory committees, delivery of all five required components, tracking of student progress, marketing of the program, and evaluation of program effectiveness. An action plan template is provided in Appendix E.

As part of the planning process, the following factors should be considered:

- existing pathway initiatives in schools that address several postsecondary options for students
- existing specialized programs in schools
- current employment trends in the region, based on labour market data
- the board's and schools' long-range plans and priorities
- delivery options
- transportation requirements
- collaboration with the coterminous and/or neighbouring board(s) to avoid duplication and enhance opportunities for students
- existing business and industry partnerships and their possible expansion
- existing postsecondary educational partnerships
- student enrolment in courses and programs
- board and school staff "champions" to assist with the implementation of the SHSM
- teacher qualifications for the required major credits
- available resources and facilities at the school and in the community

A school board planning to offer SHSM program(s) in its schools must:

- **determine appropriate sites (schools and/or other sites) for the delivery of the SHSM(s);**
- **apply to the Ministry of Education for approval to offer the SHSM(s), submitting proposed bundles of credits for each planned SHSM;**
- **when ministry approval has been received, submit an action plan and a proposed budget for all planned SHSM programs.**

This section provides school boards and schools with tools and strategies to assist them in the planning of SHSMs. It contains information about:

1. SHSM advisory committees;
2. selecting which SHSMs to offer in schools;
3. delivery models;
4. partnerships.

1. SHSM ADVISORY COMMITTEES

To support the implementation of the SHSM program, school boards and schools must establish advisory committees at both the board and school levels. These advisory committees provide expertise with respect to employer and community expectations and board and ministry priorities, as well as assistance in areas such as program content, resources, strategies, and initiatives. Advisory committee members may also provide local labour market information and other relevant data. Boards and schools provide details about their advisory committees by completing Part A of the action plan template (see Appendix E).

The main goal of the board advisory committee is to provide advice on the program to help ensure that students will earn an SHSM that is valued by stakeholders, particularly with respect to the five required components. For example, industry members may provide advice about aligning students' classroom experience with current workplace expectations. The main goal of the student advisory committee is to support and facilitate the implementation of the program.

The advisory committees established by boards and schools need to encourage the broadest range of participation by committee members. This may include participation by e-mail, teleconference, or other electronic means, where appropriate.

Members of board and/or school advisory committees could include:

- local employers;
- college and university representatives;
- local Training Board members;
- local Apprenticeship Committee members;
- community agencies and service organizations (e.g., YMCA, Rotary, business association);
- local youth employment agencies (e.g., Job Connect);
- industry/business education council representatives;
- trade union representatives;
- board superintendent and/or Student Success leader;
- board program staff (e.g., cooperative education coordinator, OYAP coordinator);
- band council advisors;
- school vice principal and/or principal;
- teachers delivering the major and other required credits in the bundle;
- guidance and cooperative education teachers;
- Student Success team members and/or Student Success teacher;
- students;
- parents and School Council members.

2. SELECTING WHICH SHSMS TO OFFER IN SCHOOLS

When considering which SHSM(s) to offer, school boards and schools need to determine whether they have the capacity to provide a range of appropriate opportunities for students and whether there is sufficient interest and support to sustain the SHSM program. Existing pathways programs may already provide many of the opportunities that students will need in an SHSM, and boards and schools can build on these programs in developing their SHSM(s). Sustainability of the SHSM program depends on many factors, including student interest, the demand for graduates with the SHSM, and the level of support at the board and the school and within the economic sector and the local community. The scoring rubric shown in Table 1 is a useful tool for determining which existing pathways programs can be treated as a foundation for possible SHSMs.

Table 1. Rubric for Selecting an SHSM

Sector Being Considered: _____ Final Score: _____ /36

1. Capacity to provide a suitable range of opportunities for students _____ /16

Criteria	1 Point	2 Points	3 Points	4 Points	Score
1.1 opportunities for students in all four pathways	opportunities for students in one pathway	opportunities for students in two pathways	opportunities for students in three pathways	opportunities for students in all four pathways	/4
1.2 existing pathways program(s) with the required bundled credits for the SHSM	a few of the bundled credits in place	some of the bundled credits in place	most of the bundled credits in place	all the bundled credits in place	/4
1.3 opportunities for students to complete required sector-recognized certifications and training courses/ programs	opportunities to complete a few of the required certifications and training courses/ programs	opportunities to complete some of the required certifications and training courses/ programs	opportunities to complete most of the required certifications and training courses/ programs	opportunities to complete all the required certifications and training courses/ programs	/4
1.4 opportunities for experiential learning (job shadowing, job twinning, work experience), in addition to cooperative education	minimal opportunities for experiential learning	some opportunities for some types of experiential learning	considerable opportunities for several types of experiential learning	extensive opportunities for several types of experiential learning	/4

2. Sustainability of the SHSM program

/20

Criteria	1 Point	2 Points	3 Points	4 Points	Score
2.1 evidence of interest from a broad range of students	little evidence of student interest	some evidence of student interest	considerable evidence of student interest	extensive evidence of student interest	/4
2.2 evidence of stable demand for graduates with this SHSM (based on local, regional, provincial government, and sector data)	little evidence of stable demand	some evidence of stable demand	considerable evidence of stable demand	extensive evidence of stable demand	/4
2.3 evidence of support at the school board	little evidence of support	some evidence of support	considerable evidence of support	extensive evidence of support	/4
2.4 evidence of support at the school	little evidence of support	some evidence of support	considerable evidence of support	extensive evidence of support	/4
2.5 evidence of support for the SHSM in the economic sector and the community	little evidence of support	some evidence of support	considerable evidence of support	extensive evidence of support	/4

3. DELIVERY MODELS

Once the decision has been made regarding which Specialist High Skills Major(s) will be offered, school boards and schools are encouraged to consider various delivery models for implementation. The choice of delivery model will depend, in part, on available resources.

i) Types of delivery models

The following are possible models for the delivery of an SHSM:

a) One SHSM in one school, offered only to students in that school

This model is appropriate for schools that have:

- sufficient student interest in the SHSM;
- teachers with the necessary qualifications;
- appropriate facilities;
- arrangements in place for sufficient and appropriate cooperative education placements;
- partnerships in place with postsecondary institutions and local sector partners.

b) One SHSM in one school, offered to students from many schools

This model:

- is appropriate when individual schools in the board have insufficient student interest to sustain an SHSM within their own population;
- enables students from other schools, including perhaps schools in the coterminous board, to participate
- generates transportation issues that need to be resolved (e.g., by timetabling all the major credits within one semester in order to reduce the need for students to travel);
- increases opportunities for students, as a number of schools within a board could offer different SHSMs;
- affects enrolment in students' home schools;
- requires that the host school have teachers with the necessary qualifications;
- requires that the host school have appropriate facilities;
- requires that the board or host school have arrangements in place for sufficient and appropriate cooperative education placements within several communities;
- requires that the board or host school have partnerships in place with postsecondary institutions and local sector partners.

c) Multiple SHSMs, offered at one school for students from many schools

This model:

- is appropriate for host schools with a wide range of well-equipped facilities;
- enables students from other schools, including schools in the coterminous board, to participate;
- generates transportation issues that need to be resolved;
- affects enrolment in students' home schools;
- requires that the host school have teachers with the necessary qualifications;
- requires that the host school have appropriate facilities;
- requires that the board or host school have arrangements in place for sufficient and appropriate cooperative education placements within several communities;
- requires that the board or host school have partnerships in place with postsecondary institutions and local sector partners.

d) SHSMs delivered entirely or in part at learning sites other than a secondary school (e.g., SHSMs involving dual credits or for which some or all of the requirements are delivered on-site – for instance, on a home build)

This model:

- provides "reach ahead" experiences for students;
- is available for students from several boards in the region;
- may offer facilities and equipment that are not available in schools;
- generates transportation issues that need to be resolved;
- may provide opportunities for team teaching.

ii) Availability of resources

Resources to support the implementation of SHSMs may be accessed from a variety of existing sources, such as funding for special initiatives (e.g., Student Success) and foundation funding (i.e., through grants for student needs [GSN]). Consideration should also be given to the availability of a variety of supports from the sector and the community.

When selecting a delivery model for an SHSM, school boards should consider the availability of the following resources:

- professional development and mentorship opportunities with business and industry representatives for teaching staff and support staff
- funding for student transportation
- teachers certified as trainers and assessors for sector-recognized certifications and training courses/programs required for the SHSM
- funding for student certifications and training courses/programs
- supplies of consumables for the program
- hardware and software to meet the needs of the program
- up-to-date industrial equipment
- sustainable partnerships
- curriculum resources (e.g., contextualized learning activities [CLAs])

4. PARTNERSHIPS

Partnerships between school boards and postsecondary institutions, the community, and business and industry sectors are crucial to the sustainability of the SHSM. Boards and schools need to concentrate their efforts on fostering partnerships that will result in strong community ties. Details of these activities are entered in Table 7 of the action plan (see Appendix E). It is strongly recommended that coterminous and neighbouring boards approach the implementation of SHSM programs as a joint venture, in order to maximize student opportunities. Such partnerships provide an effective strategy for working with potential economic sector and community partners and can result in economies of time and resources.

i) Partnerships with other boards and schools

There are a variety of partnership opportunities for boards to consider, ranging from delivering certifications and training courses/programs jointly to sharing students and resources in one SHSM. Areas in which partnership opportunities could be considered include:

- transportation and facilities costs;
- process for certifications and training (e.g., sharing external evaluators);
- professional development of staff;
- cooperative education placements (e.g., sharing databases);

- experiential learning opportunities (e.g., sharing facilities, staff, resources, and transportation);
- “reach ahead” opportunities involving postsecondary institutions and community partners;
- budget requirements for equipment, maintenance, marketing, and consumables;
- staffing;
- synchronicity of timetables, reporting schedules, transportation schedules;
- policies and procedures (e.g., field trip permission forms);
- liability as well as health and safety issues;
- registration of students (e.g., dual board registration).

ii) Partnerships with colleges, training centres, and universities

Strong partnerships with local colleges, training centres, and universities are critical to success in implementing an SHSM. It is advisable for partnering boards to approach colleges, training centres, and universities as a team rather than individually. Factors to be considered in partnerships with postsecondary educational institutions and training centres should include:

- geographical factors (e.g., location of institutions with programs related to the SHSM);
- existing agreements, including agreements for providing experiential learning, agreements for providing dual credits, and articulation agreements;
- capacity of the institution (e.g., availability of classroom seats in postsecondary programs);
- ability to provide support for students with Individual Education Plans (IEPs).

iii) Community, business, and industry partners

Community and sector partners also play an important role in the success of SHSMs. At the provincial level, sector organizations have supported the development of SHSMs and have provided resources and opportunities for certification and training, experiential education, and cooperative education placements. Many of the national and provincial organizations have offered to inform their local members of opportunities to partner with boards delivering the SHSM in their particular sector. Business Education Councils (BECs) and local training boards can act as a resource for establishing and promoting community/business partnerships. See Appendix F for a provincial list of BECs by region.

C. IMPLEMENTING AN SHSM

Once ministry approval has been granted, school boards may guide their school teams in the implementation of the approved SHSM(s). To ensure success in implementing an SHSM, boards, in collaboration with schools, should:

1. develop strategies to ensure implementation of the five required components (see Tables 1–6, Appendix E);
2. consider factors affecting implementation at the school level, including timetabling, the student selection process, and accommodations and/or modifications for students with special education needs;
3. establish procedures for tracking and recording students' progress (see Table 8, Appendix E);
4. build awareness of the SHSM by developing a promotion and marketing plan;
5. facilitate professional learning communities for all staff involved in implementing the SHSM.

1. IMPLEMENTING THE SHSM'S FIVE REQUIRED COMPONENTS

Every SHSM requires students to complete the five required components that are outlined in this SHSM implementation guide and further described in the appropriate sector-specific guide. Using the gap analysis rubric (see Table 2, page 19), boards and schools can assess their existing pathway program(s) in terms of the SHSM's five required components. This information will assist boards and schools in assessing *where the program is* relative to *where it needs to be* in order to meet the provincial SHSM requirements.

Identifying activities to address program gaps is the basis for developing an action plan to align the required SHSM components with the ministry's policy expectations.

Any criterion scoring less than 4/4 in the gap analysis rubric should be addressed in the action plan. The action plan needs to be reviewed regularly to determine if adjustments are needed to facilitate successful implementation of the SHSM. When identifying strategies to deliver the five required components, boards and schools are encouraged to consider:

- connecting with the region's Economic Development Office and the local Business Education Council (BEC) or local training board to determine employment trends and opportunities (see Appendix F for a contact list);
- collaborating with a wide range of community partners for the delivery of the SHSM components;
- connecting with sector councils and organizations, employer associations, and industry associations to determine how they can assist with the delivery of the certifications and training required for the SHSM;
- collaborating with the neighbouring/coterminous board in order to achieve efficiencies and maximize SHSM offerings to students.

Table 2. Gap Analysis Rubric

Assess your existing pathways program(s) in terms of the five required components of a Specialist High Skills Major.

Criteria	1 Point	2 Points	3 Points	4 Points	Score ___/4
1. The program offers four pathways (apprenticeship training, college, university, workplace) (Action Plan, Table 1)	– the program offers one of the four pathways	– the program offers two of the four pathways	– the program offers three of the four pathways	– the program offers all four pathways	
2. The program delivers the credits required in the bundles for the SHSM (Action Plan, Table 2)	– the program delivers a few of the credits required for the SHSM	– the program delivers some of the credits required for the SHSM	– the program delivers most of the credits required for the SHSM	– the program delivers all the credits required for the SHSM in all four pathways	
3. The program includes contextualized learning activities in the “other required credits” in the SHSM (Action Plan, Table 2)	– the program includes no contextualized learning activities in the other required courses	– the program includes contextualized learning activities in one of the other required courses	– the program includes contextualized learning activities in two of the other required courses	– the program includes contextualized learning activities in all the other required courses	
4. The program includes opportunities for students to complete the sector-recognized certifications and training courses/programs required for the SHSM (Action Plan, Table 3)	– the program provides opportunities for students to complete a few of the required certifications or training courses/programs	– the program provides opportunities for students to complete some of the required certifications or training courses/programs	– the program provides opportunities for students to complete most of the required certifications or training courses/programs	– the program provides opportunities for students to complete all the required certifications or training courses/programs	
5. The program provides each student with experiential learning opportunities (job shadowing, job twinning, work experience), in addition to cooperative education (Action Plan, Table 4)	– the program provides cooperative education as the only experiential learning opportunity	– the program provides one experiential learning opportunity, in addition to cooperative education	– the program provides two experiential learning opportunities, in addition to cooperative education	– the program provides three experiential learning opportunities, in addition to cooperative education	
6. The program provides opportunities for “reach ahead” experiences suitable for each of the four pathways (Action Plan, Table 5)	– the program provides “reach ahead” experiences suitable for one of the pathways	– the program provides “reach ahead” experiences suitable for two of the pathways	– the program provides “reach ahead” experiences suitable for three of the pathways	– the program provides “reach ahead” experiences suitable for all four pathways	
7. The program provides opportunities for students to develop Essential Skills and work habits required in the sector, and to document their demonstration of these skills and work habits, using tools connected with the Ontario Skills Passport (OSP) (Action Plan, Table 6)	– students use the OSP to become aware of the Essential Skills and work habits required in the sector	– students use the OSP to connect the Essential Skills and work habits to their sector-related experiences both in school and in experiential learning opportunities	– teachers and students use the OSP Work Plan to document students’ demonstration of the Essential Skills and work habits	– teachers, students, and the experiential learning provider use the OSP Work Plan to document students’ demonstration of the Essential Skills and work habits	
TOTAL ___/28					

2. FACTORS AFFECTING IMPLEMENTATION AT THE SCHOOL LEVEL

When boards and schools are developing their action plan for SHSM implementation, the following factors at the school level must be considered:

- i) school and student timetables
- ii) the student selection process
- iii) students with special education needs

i) Timetables

The following factors need to be considered when timetabling an SHSM:

- staff qualifications
- program priorities in the board/school
- effect on other programs in the board/school
- availability of specialized facilities
- availability of specialized equipment
- timetable options:
 - block-scheduling students as cohorts
 - scheduling single sections for major credits
 - scheduling double and triple credits in the major
 - grouping students in the other required credits (e.g., English) to facilitate the delivery of contextualized learning activities
 - in smaller schools, offering credits in alternating years or timetabling two or three courses into the same time slot
- busing schedules
- costs of travel, taking into account the distance to the SHSM site
- delivery format of courses in the SHSM (e.g., e-learning and Independent Learning Centre [ILC] courses)
- use of innovative strategies (e.g., summer cooperative education programs)
- timetable coordination with a college or training centre partner offering dual credits as part of the SHSM

ii) Student selection process

All students within a board/school should be eligible to apply for an SHSM. Boards/schools may consider developing an application process for students wishing to enter the SHSM program, with acceptance based on an assessment of the student's readiness and on how well the program aligns with the student's interests and postsecondary goals. (See Appendix G for a template of an application process.)

The student selection process needs to take the following factors into account:

- student readiness (e.g., determined on the basis of recommendations from the student's teachers, the student's awareness of the SHSM, the student's résumé and application letter, and an interview)
- the capacity of existing facilities

- the extent to which enrolment can reflect:
 - a balance among programs for all four pathways (depending on applications)
 - a balance between male and female students (depending on applications)
 - balanced representation from each school, if the program is regional
 - balanced representation from each board, if the program is coterminous

Entry into an SHSM is usually in Grade 11, so that the student can be appropriately scheduled to take the required bundle of credits. In some cases, students starting the SHSM in Grade 12 may be able to meet all five of the required components outlined in the sector-specific guide if they have previously earned a number of the required credits and certifications and taken part in required learning experiences. These students may also have to complete some of the Grade 11 required components, such as the contextualized learning activities for the credits they have completed.

iii) Students with special education needs

In designing SHSM programs for students with special education needs, school boards and schools need to consider the student's abilities, interests, personal goals, strengths, and needs, including the need for accommodations or for modifications to curriculum expectations, as outlined in his or her Individual Education Plan (IEP). With the provision of accommodations, some students are able to participate in the regular course curriculum and in experiential learning opportunities in the community and to demonstrate achievement of curriculum expectations without modification. Accommodations can take the form of specific teaching strategies that meet students' individual needs, alternative methods of assessment, and/or access to assistive technology and/or support personnel.

Planned experiential learning in the community should also be considered in the development of the transition plan, which is a mandatory part of the IEP of each student with special education needs who is 14 years of age or older.

When planning the experiential learning portion of SHSM programs for students with special education needs, educators must take the following into account:

- The accommodations described in a student's IEP must be made available at every placement, whether it is job shadowing, job twinning, work experience, cooperative education, or an apprenticeship training program.
- The employer and the supervisor must be made aware of the student's special education needs. If at all possible, this should be done well before the placement begins.
- The teacher, the student, and the placement supervisor should discuss the expectations that are to be achieved.
- The student should be well prepared for what he or she will be expected to do at the placement. For example, specific work tasks and use of specialized tools and procedures may be modelled at the school before the work placement.
- Strategies employed in both teaching and placement supervision should be tailored to meet the particular strengths and needs of students with special education needs. For example, the school may provide employers with strategies on training and making accommodations for students with special education needs.

- School boards should ensure that additional supports and resources are provided where necessary. The assistance of additional professional or paraprofessional staff and the use of specialized equipment or facilities may be required. For example, an Educational Assistant may accompany the student to the site to facilitate the transition to the workplace, and/or students may use assistive technologies.

More detailed information about planning programs for students with special education needs can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* and *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000*. (Both documents are available at www.edu.gov.on.ca.)

3. TRACKING AND RECORDING STUDENTS' SHSM PROGRESS

It is the responsibility of school boards and schools to track and record students' progress in completing the required components of the SHSM. This may involve several school staff, including guidance staff, Student Success teachers, cooperative education teachers, and/or teachers of the required courses. Where dual credits are offered as part of the SHSM, coordination between college partners and secondary schools may be required to track and record dual credits earned through enrolment in a college course or level 1 apprenticeship program.

i) Provincial Report Card

The SHSM program sites use the section of the Provincial Report Card titled "Completion of Requirements for Graduation" to record and track the required bundle of credits for an SHSM.

ii) Ontario Student Transcript (OST)

Upon the student's completion of the required components of the SHSM, the name of the SHSM (for example, "Specialist High Skills Major–Manufacturing") will be entered in the box labelled "Specialized Program" in the bottom section of the OST form.

iii) SHSM Student Record

Students graduating with an SHSM designation will also receive an SHSM Record, which provides details regarding the students' achievement of the five required components – the bundled credits, certifications and training courses/programs, experiential learning, "reach ahead" activities, and use of the Ontario Skills Passport to document the student's demonstration of Essential Skills and work habits. The SHSM Record is given to students upon graduation, and a copy is filed in the student's Ontario Student Record (OSR).

When a student transfers to another school, a copy of the SHSM Record showing requirements completed to date must be filed in the student's OSR before it is forwarded to the new school.

iv) Ontario Secondary School Diploma (OSSD)

Students who have successfully completed the requirements for an SHSM and an OSSD will be awarded an OSSD with an embossed red seal.

4. PROMOTION AND MARKETING OF THE SHSM

Specific activities related to the promotion and marketing of the SHSM should be identified in Table 9 of the action plan (see Appendix E). Students, parents, and key stakeholders, including postsecondary institutions, sector partners, and sector-related businesses in the community, need to be involved and informed through a variety of strategies, which could include:

- featuring articles on the SHSM(s) in the school newsletter;
- discussing the SHSM(s) at School Council meetings;
- communicating with local business and industry and the local Chambers of Commerce;
- posting information on board/school websites;
- referring stakeholders to OYAP websites;
- holding career information events for parents, students, teachers, and the community;
- coordinating awareness and promotional activities with school-college-work initiatives at the local level (e.g., dual credit links in the SHSM);
- sharing employment trend data with students, parents, and staff (available on Human Resources and Social Development Canada [HRSDC] economic data websites, on The Alliance of Sector Councils [TASC] website, and from local Economic Development Offices).

In Grades 7 and 8 there is a key opportunity to create an awareness of SHSM programs as students and their parents/guardians consider secondary school programs, school choices, and academic requirements for obtaining the OSSD. Parental awareness of the SHSM and the pathways it offers to multiple postsecondary options for students is a key factor in student decision making. Information on the SHSM should be included in communications to and activities for senior elementary students and their parents/guardians (e.g., course calendars, marketing materials, Grade 8 parent information nights) to build awareness and understanding.

In Grades 9 and 10, students taking credits related to the SHSM have opportunities to explore and confirm their level of interest and aptitude in order to make an informed decision about whether to pursue the SHSM. Section D in each of the sector-specific guides, entitled "Pathways for the SHSM", provides suggested credits for Grades 9 and 10, along with strategies for promoting and suggestions for planning the SHSM.

5. PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Professional learning communities facilitate involvement of all levels of staff in the planning and implementation of an initiative, resulting in a sense of shared collective responsibility. As the program evolves, staff build individual knowledge and skills and simultaneously develop a sense of working as a team towards a common goal – to provide a quality SHSM for students. The work of a PLC can result in a program that is both sensitive to local and individual needs and designed to meet the ministry's requirements.

A professional learning community can include administrators, Student Success leaders and teachers, guidance staff, cooperative education staff, teachers of subjects related to the SHSM, and MISA (Managing Information for Student Achievement) leads. There are also opportunities for PLCs at the regional and provincial levels (e.g., at the program sites for the various SHSM sectors). Regional and provincial networks can be strengthened by:

- visiting other SHSM sites, industry sites, and postsecondary programs related to the SHSM;
- attending sector-related conferences and events;
- inviting community, industry, and/or business partners to school events.

D. MEASURING SUCCESS: EVALUATING THE SHSM PROGRAM

Specialist High Skills Major programs are designed to provide students with sector-recognized learning and skills that will contribute to their success in the workplace or in the postsecondary education or training program of their choice. To ensure that SHSM programs meet this mandate, they need to be evaluated and refined on a regular basis.

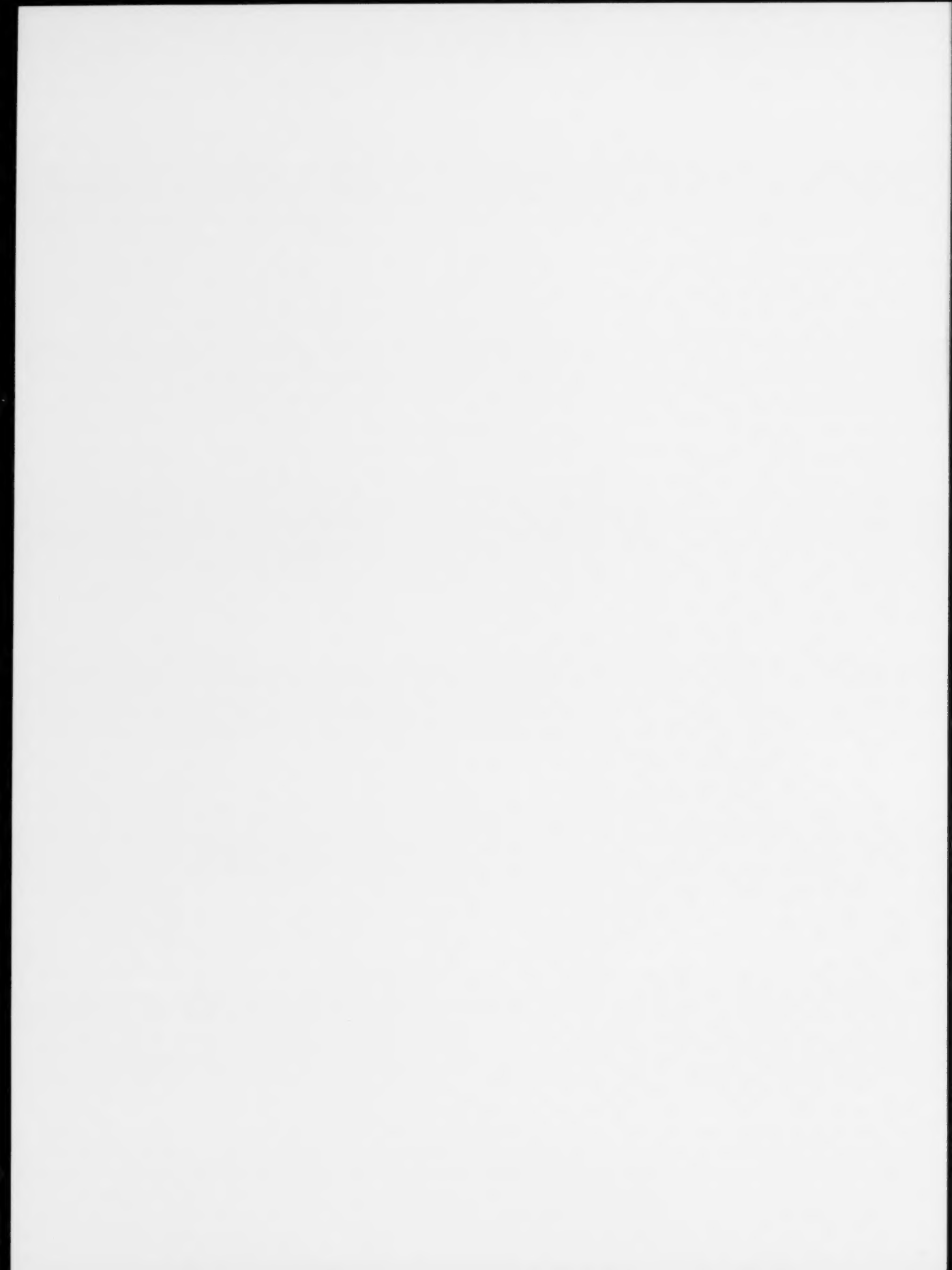
The evaluation process requires the collection and analysis of various types of information. For example, analysis of data related to student attitudes, experiences, and insights provides information on whether the SHSM program engages students. Activities such as a student survey at the end of each semester, along with ministry data collected from reports and external evaluations, can assist schools in assessing their programs and targeting resources for future success and program growth. Tracking student credit accumulation and enrolment and retention data indicates how much the SHSM is contributing to students' successful completion of secondary school.

It is important to note that a student who decides not to continue in a particular SHSM and a student who decides to remain in an SHSM may both represent positive outcomes, because both decisions reflect informed choices.

Indicators useful in measuring and tracking the success of the SHSM include increases in:

- student engagement, as measured by credit accumulation and responses to student surveys;
- the graduation rate;
- the number of experiential learning and "reach ahead" activities in which students participate;
- enrolment in the SHSM;
- the rate of retention of students in the SHSM;
- the number of students who successfully complete contextualized learning activities (tracked in their SHSM Record);
- the number of partnerships established within the community and the economic sector;
- the number of students, employers, and educators using the OSP;
- the number of available cooperative education placements;
- the number of partnerships established with coterminous and neighbouring boards.

School boards and schools identify the methods they use to evaluate their SHSM programs in Table 8 of the action plan (see Appendix E). Ongoing evaluation of the program design will help to identify ways of improving the SHSM and may also reflect changes in the economic sector. Employment trends and labour market data will need to be assessed to ensure that programs continue to be vital to the community in which they are offered. Stakeholders involved with the SHSM program should be consulted in this evaluation process.



Appendices

Appendix A: Contextualized Learning Activities (CLAs) for the Specialist High Skills Majors

For the "other required credits" in the bundle of credits, students in a Specialist High Skills Major program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. Contextualized learning activities (CLAs) address curriculum expectations in these courses.

CLAs must take a minimum of 6 hours to complete. Boards may choose to develop one activity that takes 6 hours to complete or two or more activities that together take a minimum of 6 hours to complete.

This template must be used to describe the CLAs. The completed form must be submitted to the Ministry of Education for approval.

Contextualized Learning Activity (CLA) Template	
<i>Submit all material in Microsoft Word.</i>	
Contact Information	
Board: _____	
Development date: _____	
Contact person: _____	
Position: _____	
Phone: () _____ - _____ Fax: () _____ - _____ E-mail: _____	
Specialist High Skills Major	
Course code and course title	
Name of contextualized learning activity/activities	

Brief description of contextualized learning activity/activities	
Duration	<i>(A minimum of 6 hours to complete the CLA(s) is required.)</i>
Overall expectations	<i>(Identify the overall expectation(s) to be assessed and/or evaluated through the CLA(s). Include strand title(s).)</i>
Specific expectations	<i>(Identify the specific expectations related to the above overall expectation(s) that are addressed in the instructional and assessment strategies of the CLA(s). Include strand title(s) and suborganizer(s).)</i>
Essential Skills and work habits from the OSP	<i>(List the Essential Skills and work habits from the OSP that are addressed in the CLA(s).)</i>
Catholic graduate expectations (if applicable)	

Instructional/Assessment Strategies

Teacher's Notes *(Provide suggestions that will assist the teacher in delivering the CLA(s). For example, remind teachers to make sure that handouts, such as authentic workplace materials/documents used by the sector, are available for the activity.)*

Context *(Describe the workplace context for the activity/activities.)*

Strategies *(In point form, describe the sequence of instructional and assessment strategies that will support the intended learning. Attach all student handouts and worksheets.)*

Assessment and Evaluation of Student Achievement – Summary

(List all assessment and evaluation strategies and tasks, based on the strategies identified in the preceding section. Attach checklists, rubrics, correction keys, etc.)

Strategies/Tasks <i>(add rows as required)</i>	Purpose Assessment for learning (diagnostic, formative) OR Assessment of learning (summative; for evaluation)
1.	
2.	
3.	
4.	
5.	
6.	

Additional Notes/Comments/Explanations

(Provide additional suggestions for teachers that will help them deliver the CLA(s).)

--

(continued)

Resources

(List all the resources needed to support the implementation of the CLA(s).)

Authentic Workplace Materials (e.g., blueprints, workplace manuals, specification sheets, spreadsheets)

Human Resources

Print

Video/DVD

Software

Websites

Other

Accommodations

(List instructional, environmental, and assessment accommodations.)

List of Attachments

(Attach all related materials, e.g., student worksheets, tests, rubrics.)

Appendix B: Workplace Safety and Insurance Coverage for Students Participating in Experiential Learning Activities

Policies and practices relating to Workplace Safety and Insurance coverage for students participating in experiential learning activities and programs are outlined in Policy/Program Memorandum No. 76A (September 27, 2000), which is available in its entirety on the Ministry of Education website, at www.edu.gov.on.ca/extra/eng/ppm/76a.html. Excerpts from PPM 76A are provided below:

In 1983, coverage under the Workers' Compensation Act was implemented for students involved in work education programs, including work experience and cooperative education programs....

In all of these programs, local commercial enterprises and community agencies work with school boards to provide students with experiential learning opportunities. Because the emphasis of these programs is on educational experience rather than productivity, *students do not normally receive wages*. Although some students may receive expense allowances or honoraria, these do not necessarily give them employee status. Consequently, the training organizations may not be able to provide coverage under the Workplace Safety and Insurance Act, since only employees on their payrolls are eligible. Before a student is placed with an employer, boards should determine whether the student will be covered by the employer.

Obtaining Coverage

To ensure Workplace Safety and Insurance coverage, the Work Education Agreement form *must be completed* by the parties concerned *before* the student starts at the training station. District school boards must use the Work Education Agreement form for individual students....

The student's signature must appear on the Work Education Agreement form, indicating consent to the conditions of coverage in the agreement. The consent of a parent or guardian is also required if a student is under eighteen years of age. (This requirement is still valid despite the fact that the Municipal Freedom of Information and Protection of Privacy Act gives students who are sixteen years old the right to protection of their personal information.)

A Work Education Agreement form must also be completed for students who are participating for more than one day in job shadowing or job twinning in which they are involved in hands-on work, provided that they are at least 14 years of age. *Coverage is not provided for students under fourteen*. Job-shadowing or job-twinning experiences lasting one day should be treated as field trips; that is, all the necessary forms that apply to field trips should be completed for students involved in these experiences.

Conditions of Coverage

1. Students are covered under the Workplace Safety and Insurance Act during the time that they are performing the duties of a trainee at the training station under the supervision of a training supervisor.
2. Students are covered when their training station is located on district school board property, and when they are supervised by non-teaching staff members (for example, building custodians, electrical maintenance supervisors, audio-visual technicians, or purchasing officers).
3. Students are covered when assigned to placements that do not have compulsory Workplace Safety and Insurance coverage (e.g., banks), since they are considered to be employees of the Ministry of Education for this purpose.
4. Students enrolled in the Ontario Youth Apprenticeship Program (OYAP) are covered under the Workplace Safety and Insurance Act before they become paid registered apprentices. Those registered under the Trades Qualification and Apprenticeship Act will establish an employer-employee relationship with their employer, and the employer will assume responsibility for providing coverage. OYAP students registered under the Apprenticeship and Certification Act are covered by the Ministry of Education if they are not being paid a salary. Once a student is on an employer's payroll, the employer assumes responsibility for the student's coverage.
5. Students whose training station is outside the province – for example, students enrolled in international cooperative education programs – are covered under the Workplace Safety and Insurance Act for up to six months while at their work placement in the host province or country. If the placement continues beyond the six months, a written request for extension of coverage must be sent to the Ministry of Education.
6. Students are *not* covered while travelling to and from the training station. Students are covered while they are travelling in the course of their work for the training organization.
7. Students *are not* covered when working as teacher aides in a classroom or shop in a school. In a traditional school placement, students are under the constant supervision of teachers, and teachers have greater control over the working conditions in a classroom setting than they have over the working conditions in a placement in the community. The Workplace Safety and Insurance Board table of accident rates by type of industry shows that the level of risk is generally much higher in jobs in the community. The ministry's main concern is to provide coverage for students in placements in the higher-risk areas.
8. Students are *not* covered during the time that they are in training for, or are participating in, individual or team sports. Amateur or professional athletes are *not* covered under the Workplace Safety and Insurance Act.

9. Students are *not* covered under the Workplace Safety and Insurance Act while they are being transported by ambulance from a cooperative education work station to a hospital as a result of an injury.

...

Additional Safety Concerns

Concern has been expressed about the placement of students in areas where they may be exposed to infectious diseases. Such areas include hospitals, laboratories, dental offices, ambulance services, veterinarian offices, day-care centres, and nursing homes. These placements are not consistent in requiring vaccinations against various diseases. As well, schools and day-care centres are not consistent in requiring tuberculosis tests.

...

Appendix C: Forms of Experiential Learning and Related Programs

Length	Credit Value	Description	Key Elements
Job shadowing			
1/2 to 1 day (in some cases, up to 3 days)	none	one-on-one observation of a worker at a place of employment	<ul style="list-style-type: none"> involves the pairing of a student with a worker in a specific occupation may be integrated with a credit course may be part of a student's school-work transition program
Job twinning			
1/2 to 1 day	none	one-on-one observation of a cooperative education student at his or her placement	<ul style="list-style-type: none"> involves the pairing of a student with a cooperative education student may be integrated with a credit course may be part of a student's school-work transition program
Work experience			
1-4 weeks	none	a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks	<ul style="list-style-type: none"> involves a short-term, subject-related work placement forms an integral part of a specific credit course requires pre-placement orientation requires a personalized placement learning plan
Virtual work experience			
the equivalent of 1-4 weeks	none	a simulated work experience, within any credit course, that allows students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy	<ul style="list-style-type: none"> involves a short-term, subject-related virtual work placement facilitated through the use of computer software and the Internet forms an integral part of a specific credit course requires pre-placement orientation requires a personalized placement learning plan
Cooperative education			
full term (year or semester)	1 credit per 110-hour cooperative education credit course successfully completed	a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course	<ul style="list-style-type: none"> requires a personalized placement learning plan involves the earning of credits requires 15 hours of pre-placement instruction is monitored by the cooperative education teacher has a classroom and a workplace component involves reflective learning requires 7 hours of integration per co-op credit

(continued)

Appendix C (continued)

Length	Credit Value	Description	Key Elements
School-work transition programs			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with type of planned workplace experience	a combination of school- and work-based education and training involving a variety of learning opportunities	<ul style="list-style-type: none"> • is oriented towards students who will be entering the workforce directly after high school • involves the development of partnerships with employers • involves the enhancement of curriculum with input from employers • involves the earning of cooperative education credits
Ontario Youth Apprenticeship Program (OYAP)			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with opportunities	an opportunity for a student to meet diploma requirements while participating in an apprenticeship occupation	<ul style="list-style-type: none"> • is designed for students 16 years of age and older who have already earned 16 credits towards the OSSD • may involve the student's registration in an apprenticeship • requires documentation by the student and trainer regarding trade-specific competencies acquired • involves the earning of cooperative education credits

(From Ontario Ministry of Education, *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*, 2000, pp. 7–8)

Appendix D: Minimum Age to Work in and Visit Ontario Workplaces¹

Specialist High Skills Major ²	Type of Workplace	Minimum Age to Work	Minimum Age to Visit / Conditions for Visiting ³
<ul style="list-style-type: none"> • Arts and Culture • Business • Health and Wellness • Hospitality and Tourism 	Industrial establishments, ⁴ such as offices, stores, arenas, restaurant serving areas	14	The regulation governing industrial establishments (Reg. 851, R.R.O. 1990) made under the OHSA sets out minimum age restrictions for workers, covering workplaces such as offices, stores, arenas, restaurants, and factories. However, the regulation states that people younger than the specified minimum age to work may <i>visit</i> (but not <i>work in</i>) these establishments if:
<ul style="list-style-type: none"> • Business • Hospitality and Tourism • Manufacturing • Transportation 	Most factories, ⁵ including restaurants and any commercial kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries, and warehouses	15	<ul style="list-style-type: none"> • they are accompanied by a person who has attained the age of majority (i.e., 18 years of age); • they are being guided on a tour of the industrial establishment (e.g., office, store, arena, or factory); • they are in an area of the industrial establishment used for sales purposes; or • they are in an area of the establishment to which the public generally has access.
<ul style="list-style-type: none"> • Forestry 	Logging operations ⁶	16	
<ul style="list-style-type: none"> • Construction 	Construction project ⁷	16	Under the regulation governing construction projects (O. Reg. 213/91) made under the OHSA, 16 is the minimum age to work on or to visit any construction project. A person under the age of 16 may <i>visit</i> a construction site <i>only when work is not being performed there</i> . (Note that the definitions of <i>construction</i> and <i>construction project</i> include a wide variety of types of work and workplaces. It is important to review the definitions carefully. See note 7, below.)

All notes appear on pages 40–42.

(continued)

Appendix D (continued)

Specialist High Skills Major ²	Type of Workplace	Minimum Age to Work	Minimum Age to Visit / Conditions for Visiting ³
<ul style="list-style-type: none"> • Mining 	Surface mines, ⁸ mining plants ⁹ Underground mine Working face of a surface mine	16 18 18	The regulation governing mines and mining plants (Reg. 854, R.R.O. 1990) made under the OHSA allows for tours or visits to mines and mining plants by persons who are younger than the specified minimum age to work if they are accompanied by and under the direction of a guide.
<ul style="list-style-type: none"> • Agriculture • Arts and Culture • Environment • Health and Wellness • Horticulture and Landscaping 	Certain workplaces (or parts thereof) may be covered, with respect to age restrictions, by regulations governing other sectors. For example, see the industrial establishments regulation (Reg. 851, R.R.O. 1990).		
<ul style="list-style-type: none"> • Construction • Manufacturing 	Window cleaning	18	<i>Not applicable.</i> (The regulation governing window cleaning is Reg. 859, R.R.O. 1990.)

Notes to Appendix D

1. As specified in regulations made under the Occupational Health and Safety Act (OHSA). Other statutes and regulations made under those statutes also set minimum ages for various occupations.

In addition, some workplaces have established their own, *more stringent* minimum ages for employment. For instance, some retail establishments and restaurant chains will not hire anyone under the age of 16, even though the legislated minimum age limit is lower. Similarly, some industrial establishments, and other workplaces that require the use of heavy equipment or machinery, will not hire anyone under the age of 18, even though the legislated minimum age limit might be lower. Such in-house minimum age requirements may be acceptable, as long as the limits do not conflict with the Ontario Human Rights Code or other applicable law.

2. Column 1 identifies the Specialist High Skills Majors with which the workplace categories in column 2 may be associated. Note, however, that some specialist programs may involve

workplaces identified in more than one category (e.g., a business program may involve offices, factories, and construction sites). When using this chart to verify compliance with minimum age to work and visit requirements, always refer to the particular type of workplaces involved in the program (column 2), not to the sector to which the program relates (column 1).

3. Under certain conditions, as identified in this table, persons younger than the minimum age to work may visit, *but not work in*, certain workplaces.
4. According to the OHSA, **industrial establishment** means an office building, factory, arena, shop or office, and any land, buildings and structures appertaining thereto.
5. According to the OHSA, **factory** means
 - a) a building or place other than a mine, mining plant or place where homework is carried on, where,
 - i) any manufacturing process or assembling in connection with the manufacturing of any goods or products is carried on,
 - ii) in preparing, inspecting, manufacturing, finishing, repairing, warehousing, cleaning or adapting for hire or sale any substance, article or thing, energy is,
 - (A) used to work with any machinery or device, or
 - (B) modified in any manner,
 - iii) any work is performed by way of trade or for the purposes of gain in or incidental to the making of any goods, substance, article or thing or part thereof,
 - iv) any work is performed by way of trade or for the purposes of gain in or incidental to the altering, demolishing, repairing, maintaining, ornamenting, finishing, storing, cleaning, washing or adapting for sale of any goods, substance, article or thing, or
 - v) aircraft, locomotives, or vehicles used for private or public transport are maintained,
 - b) a laundry including a laundry operated in conjunction with,
 - i) a public or private hospital,
 - ii) a hotel, or
 - iii) a public or private institution for religious, charitable or educational purposes, and
 - c) a logging operation.
6. According to the OHSA, **logging** means the operation of felling or trimming trees for commercial or industrial purposes or for the clearing of land, and includes the measuring, storing, transporting or floating of logs, the maintenance of haul roads, scarification, the carrying out of planned burns and the practice of silviculture.
7. According to the OHSA, **construction** includes erection, alteration, repair, dismantling, demolition, structural maintenance, painting, land clearing, earth moving, grading, excavating, trenching, digging, boring, drilling, blasting or concreting, the installation of any machinery or plant, and any work or undertaking in connection with a project but does not include any work or undertaking underground in a mine.

Project means a construction project, whether public or private, including,

- a) the construction of a building, bridge, structure, industrial establishment, mining plant, shaft, tunnel, caisson, trench, excavation, highway, railway, street, runway, parking lot, cofferdam, conduit, sewer, water main, service connection, telegraph, telephone or electrical cable, pipe line, duct or well, or any combination thereof,
 - b) the moving of a building or structure, and
 - c) any work or undertaking, or any lands or appurtenances used in connection with construction.
8. According to the OHSA, **mine** means any work or undertaking for the purpose of opening up, proving, removing or extracting any metallic or non-metallic mineral or mineral-bearing substance, rock, earth, clay, sand or gravel.
9. According to the OHSA, **mining plant** means any roasting or smelting furnace, concentrator, mill or place used for or in connection with washing, crushing, grinding, sifting, reducing, leaching, roasting, smelting, refining, treating or research on any substance mentioned in the definition of "mine" (see note 8, above).

Appendix E: SHSM Action Plan

Part A: Advisory Committees

Sector: _____ Board: _____ School: _____

Provide details on each of the committees that are in place to support the implementation of the SHSM. For each committee, indicate the mandate, the frequency of meetings, and membership. Copy and complete for any other committees that are in place to support implementation.

ADVISORY COMMITTEE – BOARD LEVEL			
Mandate:			
Meeting dates:			
Name	Title	School/Organization/Company	Role and Responsibility on the Committee

ADVISORY COMMITTEE – SCHOOL LEVEL			
Mandate:			
Meeting dates:			
Name	Title	School/Organization/Company	Role and Responsibility on the Committee

(continued)

Part B: Action Plan/Program Implementation Activities

Complete the tables below to plan for implementation, addressing the gaps identified in the gap analysis rubric (see Table 2 on page 19).

Table 1: Use the table below to describe the activities you are planning in order to support the development and delivery of SHSM student pathways for **all four destinations** (apprenticeship training, college, university, and the workplace).

Gap Analysis Score	Funds Allocated	Title of Activity	Brief Description of Activity	Expected Results	Mid-year Status Report	June Report on Accomplishments and Next Steps

Table 2: Use the table below to describe the activities you are planning in order to support the development and delivery of the **four major credits** and the contextualized learning activities in the **other required credits** in the bundles of credits for the SHSM.

Gap Analysis Score	Funds Allocated	Title of Activity	Brief Description of Activity	Expected Results	Mid-year Status Report	June Report on Accomplishments and Next Steps

Table 3: Use the table below to describe the activities you are planning in order to provide opportunities for students to obtain **training** and earn **sector-recognized certifications**.

Gap Analysis Score	Funds Allocated	Title of Activity	Brief Description of Activity	Expected Results	Mid-year Status Report	June Report on Accomplishments and Next Steps

Table 4: Use the table below to describe the activities you are planning in order to provide students with **experiential learning** opportunities.

Gap Analysis Score	Funds Allocated	Title of Activity	Brief Description of Activity	Expected Results	Mid-year Status Report	June Report on Accomplishments and Next Steps

Table 5: Use the table below to describe the activities you are planning in order to provide students with opportunities for **"reach ahead"** experiences.

Gap Analysis Score	Funds Allocated	Title of Activity	Brief Description of Activity	Expected Results	Mid-year Status Report	June Report on Accomplishments and Next Steps

Table 6: Use the table below to describe the activities you are planning in order to ensure that students develop and demonstrate **Essential Skills and work habits** identified in the Ontario Skills Passport, and that their demonstration of those skills and habits is documented using tools connected with the OSP.

Gap Analysis Score	Funds Allocated	Title of Activity	Brief Description of Activity	Expected Results	Mid-year Status Report	June Report on Accomplishments and Next Steps

Table 7: Use the table below to describe the activities you are planning in order to develop **partnerships** with coterminous and neighbouring boards, community representatives, sector representatives, and postsecondary educational institutions.

Funds Allocated	Title of Activity	Brief Description of Activity	Expected Results	Mid-year Status Report	June Report on Accomplishments and Next Steps

Table 8: Use the table below to describe the activities you are planning in order to support **data collection and monitoring** in connection with the SHSM.

Funds Allocated	Title of Activity	Brief Description of Activity	Expected Results	Mid-year Status Report	June Report on Accomplishments and Next Steps

Table 9: Use the table below to describe the activities you are planning in order to support the **promotion and marketing** of the SHSM.

Funds Allocated	Title of Activity	Brief Description of Activity	Expected Results	Mid-year Status Report	June Report on Accomplishments and Next Steps

Appendix F: Business Education Councils and Training Boards, and the School Boards in Their Areas

BUSINESS EDUCATION COUNCILS AND TRAINING BOARDS/SCHOOL BOARDS		
Business Education Council/Local Training Board	Contact Information	District School Boards (DSBs)/Conseils scolaires de district (CSD) in Area
Ontario Business Education Partnership (Province-wide)	Contact: Alice Strachan Tel: 1-888-672-7996 or 905-702-0995 E-mail: astrachan@obep.on.ca Website: www.obep.on.ca/ P.O. Box 91553 47 Main St South Georgetown ON L7G 3G2	A provincial association of business education councils and training boards that provides support to its members.
Bruce-Grey-Huron-Perth-Georgian Triangle Training Board Box 1078, Suite 1 111 Jackson St South Walkerton ON N0G 2V0 120 Colcleugh Ave Mt. Forest ON N0G 2L1	Contact: Marshall Draper Tel: 519-881-2725 or 519-323-9963 Fax: 519-881-3661 E-mail: marshalldraper@wightman.ca Website: www.trainingboard.ca/	<ul style="list-style-type: none"> • Bluewater DSB • Bruce-Grey Catholic DSB • part of Simcoe County DSB and Simcoe Muskoka Catholic DSB
Business and Education Partnership of Waterloo Region 295 Hagey Blvd, Suite 16 Waterloo ON N2L 6R5	Contact: Sherryl Petricevic Tel: 519-888-9944 ext. 25 Fax: 519-752-3165 E-mail: sherryl@communittech.ca Website: www.bus-edpartnership.org/	<ul style="list-style-type: none"> • Waterloo Region DSB • Waterloo Catholic DSB • CSD catholique Centre-Sud
The Business Education Council of Niagara 3340 Schmon Parkway, Unit 2 Thorold ON L2V 4Y6	Contact: Marisa Brown-Benson Tel: 905-684-7200 ext. 246 Fax: 905-684-4230 E-mail: mbrownbenenson@becon.org Website: www.becon.org/ Temporary replacement: Candice Brown E-mail: cbrown@becon.org	<ul style="list-style-type: none"> • DSB of Niagara • Niagara Catholic DSB • high schools in Niagara area from CSD du Centre Sud-Ouest • CSD catholique Centre-Sud

BUSINESS EDUCATION COUNCILS AND TRAINING BOARDS/SCHOOL BOARDS

Business Education Council/Local Training Board	Contact Information	District School Boards (DSBs)/Conseils scolaires de district (CSD) in Area
Career Education Council Guelph Wellington Dufferin 1428 Gordon St Guelph ON N1L 1C8	Contact: Cheryl Fayle Tel: 519-836-7280 ext. 621 Fax: 519-837-0244 E-mail: fayle@sympatico.ca Website: www.careereducation.on.ca	<ul style="list-style-type: none"> • Upper Grand DSB • Wellington Catholic DSB
East Central Ontario Training Board (Belleville and area) 11 Bay Bridge Rd Belleville ON K8P 3P6	Contact: Ann McIntosh Tel: 613-969-0720 or 1-800-231-9005 Fax: 613-969-0719 E-mail: ecotb@focusontraining.com Website: www.focusontraining.com/ or www.bio.on.ca/ or www.healthhr.ca/ or www.theskilledtrades.com/	<ul style="list-style-type: none"> • Hastings and Prince Edward DSB • Algonquin and Lakeshore Catholic DSB (west end) • Limestone DSB • CSD des écoles publiques de l'Est de l'Ontario
Eastern Ontario Training Board (Cornwall and area) 55 Water St West Cornwall ON K6J 1A1	Contact: Dani Tedesco Tel: 613-932-0210 or 1-877-234-1368 Fax: 613-932-0212 E-mail: daniet@eotb-cfeo.on.ca Website: www.eotb-cfeo.on.ca/	<ul style="list-style-type: none"> • CSD des écoles publiques de l'Est de l'Ontario • CSD catholique de l'Est ontarien • Eastern part of Catholic DSB of Eastern Ontario and Upper Canada DSB
Elgin, Middlesex, Oxford Local Training Board (London and area) 705 Consortium Court London ON N6E 2S8	Contact: Debra Mountenay or Martin Withenshaw Tel: 519-672-3499 Fax: 519-672-9089 E-mail: dm@localboard.on.ca; martin@localboard.on.ca Website: www.localboard.on.ca/	<ul style="list-style-type: none"> • Thames Valley DSB • London Catholic DSB • CSD des écoles catholiques du Sud-Ouest (CSDECSO – French Catholic DSB) • CSD du Centre Sud-Ouest (CSDCSO – French Public DSB)
Enterprise Centre Sault Ste Marie 99 Foster Dr, Level 3 Sault Ste Marie ON P6A 5X6	Contact: John Moore Tel: 705-759-5461 Fax: 705-759-2185 E-mail: jmoore@ssmedc.ca Website: www.passportalgoma.com/	<ul style="list-style-type: none"> • Algoma DSB • Huron Superior Catholic DSB

(continued)

BUSINESS EDUCATION COUNCILS AND TRAINING BOARDS/SCHOOL BOARDS

Business Education Council/Local Training Board	Contact Information	District School Boards (DSBs)/Conseils scolaires de district (CSD) in Area
Far Northeast Training Board (Timmins and area) 1425, rue Front P.O. Box 2198 Hearst ON P0L 1N0	Contact: Julie Joncas Tel: 705-362-5788 Fax: 705-372-1834 E-mail: julie.joncas@ntl.sympatico.ca Website: www.fnetbcfne.on.ca/	<ul style="list-style-type: none"> • DSB Ontario North East • James Lowlands SSB • Northeastern Catholic DSB • CSD catholique des Grandes Rivières • CSD du Nord-Est de l'Ontario
The Foundation for Education Perth Huron 62 Chalk St North Seaforth ON N0K 1W0	Contact: Glenn McGregor Tel: 519-527-0111 ext. 231 Fax: 519-527-0444 E-mail: glenn_mcgregor@fcmil.amdsb.ca Website: www.foundationforeducation.on.ca	<ul style="list-style-type: none"> • Avon-Maitland DSB • Huron-Perth Catholic DSB
Grand Erie Training and Adjustment Board 1100 Clarence St South Suite 103B P.O. Box 12 Brantford ON N3S 7N8	Contact: Karen Muir Tel: 519-756-1116 Fax: 519-756-4663 E-mail: getabkaren@on.aibn.ca Website: www.getab.on.ca/	<ul style="list-style-type: none"> • Grand Erie DSB • Brant/Haldimand-Norfolk Catholic DSB
Halton Industry Education Council 5230 South Service Rd Burlington ON L7L 5K2	Contact: Michelle Murray Tel: 905-634-2575 ext. 12 Fax: 905-634-2705 E-mail: mmurray@hiec.on.ca Website: www.hiec.on.ca/ or www.schooltocareer.ca/ or www.apprenticesearch.com/	<ul style="list-style-type: none"> • Halton DSB • Halton Catholic DSB
Industry-Education Council Hamilton 554 Main St East 3rd Floor Hamilton ON L8M 1J3	Contact: Ron Lewis Tel: 905-529-4483 ext. 305 Fax: 905-529-5525 E-mail: ron.lewis@iechamilton.ca Website: www.iechamilton.ca/	<ul style="list-style-type: none"> • Hamilton-Wentworth DSB • Hamilton-Wentworth Catholic DSB • CSD du Centre Sud-Ouest • CSD catholique Centre-Sud

BUSINESS EDUCATION COUNCILS AND TRAINING BOARDS/SCHOOL BOARDS		
Business Education Council/Local Training Board	Contact Information	District School Boards (DSBs)/Conseils scolaires de district (CSD) in Area
KEYS (Kingston and area) 138 Sydenham St Kingston ON K7K 3M2	Contact: Gillian Watters Tel: 613-546-5559 ext. 231 E-mail: gillianw@keys.ca Website: www.keys.ca	<ul style="list-style-type: none"> • Algonquin and Lakeshore Catholic DSB • CSD catholique de l'Est ontarien • CSD catholique du Centre-Est de l'Ontario • Limestone DSB • CSD des écoles publiques de l'Est de l'Ontario
The Learning Partnership (Greater Toronto Area) 4211 Yonge St, Suite 301 Toronto ON M2P 2A9	Contact: Shelagh Taber-Walsh Tel: 416-440-5100 Fax: 416-482-5311 E-mail: swalsh@thelearningpartnership.ca Website: www.thelearningpartnership.ca/ or www.class2careers.com/	<ul style="list-style-type: none"> • Toronto DSB • Toronto Catholic DSB • CSD du Centre-Sud-Ouest • CSD catholique Centre-Sud • York Region DSB • York Catholic DSB • Dufferin-Peel Catholic DSB • Peel DSB • Durham DSB • Durham Catholic DSB
Muskoka, Nipissing, Parry Sound Local Training and Adjustment Board 101 Worthington St East Suite 238 North Bay ON P1B 1G5	Contact: Stacie Priebe-Fidder or Elaine Kennedy Tel: 705-474-0812 or 1-800-331-0882 Fax: 705-474-2069 E-mail: passport@ltab20.on.ca Website: www.ltab20.on.ca/	<ul style="list-style-type: none"> • Trillium Lakelands DSB • Simcoe Muskoka Catholic DSB • Near North DSB • Nipissing-Parry Sound Catholic DSB • Nipissing First Nation Secondary School • CSD du Nord-Est de l'Ontario • CSD catholique Franco-Nord

(continued)

BUSINESS EDUCATION COUNCILS AND TRAINING BOARDS/SCHOOL BOARDS

Business Education Council/Local Training Board	Contact Information	District School Boards (DSBs)/Conseils scolaires de district (CSD) in Area
North Superior Training Board (Thunder Bay and area) 215 Red River Rd, Suite 201 Thunder Bay ON P7B 1A5	Contact: Nancy Saunders Tel: 807-346-2940 or 1-888-800-8893 TTY: 807-346-2944 Fax: 807-344-5464 E-mail: p2p@nstb.on.ca Website: www.nstb.on.ca/	<ul style="list-style-type: none"> • Lakehead DSB • Northern DSAB • Superior-Greenstone DSB • Superior North Catholic DSB • Thunder Bay Catholic DSB • CSD catholique des Aurores boréales
Northwest Training and Adjustment Board 100 Casimir Ave, Suite 113 Dryden ON P8N 3L4	Contact: Liz Norman Tel: 807-223-3813 or 1-800-305-1923 Fax: 807-223-3821 E-mail: manager@ntab.on.ca Website: www.ntab.on.ca	<ul style="list-style-type: none"> • Keewatin-Patricia DSB • Rainy River DSB • Northwest Catholic DSB • Kenora Catholic DSB
Ottawa Centre for Research and Innovation (OCRI) 2625 Queensview Dr Suite 200 Ottawa ON K2B 8K2	Contact: Helena Daly Tel: 613-828-6274 ext. 238 Fax: 613-726-3440 E-mail: hdaly@ocri.ca Website: www.ocri.ca/	<ul style="list-style-type: none"> • Ottawa-Carleton DSB • Ottawa-Carleton Catholic DSB • CSD catholique de l'Est ontarien • CSD catholique du Centre-Est de l'Ontario • Conseil des écoles publiques de l'Est de l'Ontario
Sarnia Lambton Workforce Development Board 265 Front St North Unit 504 Sarnia ON N7T 7X1	Contact: Kristine Davis Tel: 519-332-0000 Fax: 519-336-5822 E-mail: passport@sltb.org Website: www.sltb.org/	<ul style="list-style-type: none"> • Lambton Kent DSB • St Clair Catholic DSB • Area high schools from CSD du Centre-Sud-Ouest and CSD des écoles catholiques du Sud-Ouest
Simcoe County Training Board 18 Alliance Blvd, Unit 22 Barrie ON L4M 5A5	Tel: 705-725-1011 or 1-800-337-4598 Fax: 705-725-1687 E-mail: sctb@sctb.on.ca Website: www.sctb.on.ca/	<ul style="list-style-type: none"> • Simcoe County DSB • Simcoe Muskoka Catholic DSB • Area high schools from CSD du Centre Sud-Ouest

BUSINESS EDUCATION COUNCILS AND TRAINING BOARDS/SCHOOL BOARDS		
Business Education Council/Local Training Board	Contact Information	District School Boards (DSBs)/Conseils scolaires de district (CSD) in Area
South-Western Ontario Industry Education Council (Windsor and area) 2000 Talbot Rd West Box 9 Windsor ON N9A 6S4	Contact: Roni Riberdy Tel: 519-972-2727 ext. 4597 Fax: 519-972-2767 E-mail: rriberdy@stclaircollege.ca Website: www.swoiec.com/	<ul style="list-style-type: none"> • Greater Essex County DSB • Windsor-Essex Catholic DSB • CSD des écoles catholiques du Sud-Ouest
Sudbury and Manitoulin Workforce Partnerships Board 110-109 Elm St Main Floor Sudbury ON P3C 1T3	Contact: Sharon Murdock Tel: 705-675-5822 or 1-800-344-6581 Fax: 705-675-5918 E-mail: smurdock@smtab.on.ca Website: www.workforcepartnerships.ca/	<ul style="list-style-type: none"> • Rainbow DSB • Sudbury Catholic DSB • CSD du Grand Nord de l'Ontario • CSD catholique du Nouvel-Ontario
1000 Islands Region Workforce Development Board 900 Queen St, Suite 201 Gananoque ON K7G 2B6	Contact: Maureen Mangan Tel: 613-382-7462 Fax: 613-382-1172 E-mail: board@workforcedev.ca Website: www.workforcedev.ca/	<ul style="list-style-type: none"> • Renfrew County DSB • Renfrew County Catholic DSB • CSD catholique du Centre-Est de l'Ontario
Upper Canada Leger Centre (Brockville and area) 1950 Montreal Rd Cornwall ON K6H 6L2 2288 Parkedale Ave Brockville ON K6V 5X3	Contact: Sharon Pritchard Tel: 613-345-0660 Fax: 613-341-2075 E-mail: pritchard.sharon@cogeco.ca Website: www.uclc.ca/	<ul style="list-style-type: none"> • Western parts of Upper Canada DSB • Catholic DSB of Eastern Ontario
Workforce Development Board 159 King St, Suite 208 Peterborough ON K9J 2R8	Contact: Anne Castle Tel: 705-749-3250 or 1-800-340-0111 Fax: 705-749-3162 E-mail: acastle@wdb.ca Website: www.wdb.ca/	<ul style="list-style-type: none"> • Kawartha Pine Ridge DSB • Trillium Lakelands DSB • Peterborough Catholic DSB

Appendix G: Sample Student Application Package for an SHSM*

Student Application Package for the SHSM Program

Please check the following boxes when each step is completed, and show this process sheet to your guidance contact as requested. Bring this sheet and the rest of this package with you to your interview.

1. INFORMATION STAGE: (gather information from the following sources)

- ☐ Read the SHSM brochure
- ☐ Read the SHSM fact sheet
- ☐ Talk to former alumni (if possible)
- ☐ E-mail or call the "SHSM" contact or guidance contact if you have further questions

2. AWARENESS STAGE: (what you should know from the above)

- ☐ What "SHSM" stands for
- ☐ What are the:
 - ☐ 5 components of the SHSM
 - ☐ expectations
 - ☐ credits earned and required
 - ☐ advantages
- ☐ What is meant by experiential learning
- ☐ What are the four postsecondary pathways
- ☐ What kind of student would benefit from the SHSM program
- ☐ What makes the SHSM a unique experience
- ☐ What kinds of things you will be able to become involved in
- ☐ Where you might be for the cooperative education placements

3. INVESTIGATION STAGE: (take part in one or more of the following)

- ☐ Program site visit
- ☐ Parent/student information evening
- ☐ Program display
- ☐ Talk with a teacher or student involved in the program
- ☐ Contact with a program representative: _____ Signature

4. APPLICATION STAGE: (complete all the following assignments in preparation for the interview)

Assignment 1	Fact Sheet Assignment	
Assignments 2 and 3	Credit Counselling Summary and Attendance Profile	
Assignment 4	Registration Form	
Assignment 5	Letter of Recommendation	
Assignment 6	Résumé	
Assignment 7	Cover Letter	
Assignment 8	Proposed Timetable	

Student Application Package for the SHSM Program *(continued)*

5. INTERVIEW STAGE: (information interview with SHSM program contact)

- ☐ Interview with SHSM teacher or designate
- ☐ Completed file: All of the above assignments given to the SHSM program teacher/contact
- ☐ Acceptance

Assignment 1: SHSM Fact Sheet Assignment

Please read the SHSM fact sheet and then answer as many of the following questions as possible.

- ☐ What does "SHSM" stand for?
- ☐ What are the five required components of the SHSM?
- ☐ What are the advantages of the SHSM?
- ☐ What are the expectations?
- ☐ Which credits will I be earning in the SHSM?
- ☐ What is meant by experiential learning?
- ☐ What are the four postsecondary education pathways/destinations?
- ☐ What kind of student would benefit from the SHSM program?
- ☐ What is an internship?
- ☐ How does an internship work?
- ☐ What makes an SHSM a unique experience?
- ☐ What kinds of things will I be able to become involved in?
- ☐ Where will I serve my internship?
- ☐ Where might I be for the cooperative education placements?

(continued)

Assignment 5 Letters of Recommendation

Please provide three (3) references willing to recommend you for the SHSM program. Ask your references to sign this form and make a short one- or two-sentence comment. You should complete the rest of the form yourself. (Print each reference name and position.)

Reference Name (Print)	Reference Signature	Position (Print)	Phone Number
1.			

Comment:

2.			
----	--	--	--

Comment:

3.			
----	--	--	--

Comment:

(continued)

Assignment 6 Résumé (Possible Format)

NAME

Address

City, Province, Postal Code

Phone/Cell Number

E-mail Address

State your career objective:

Education and Training

Year	School Name	Phone Number
------	-------------	--------------

Work Experience (list a maximum of three employers)

Year	Company Name	Job Title
	Address and Phone Number	

Special Skills (use of trade-specific equipment, computer skills, a second language)

Certifications (such as First Aid, CPR, Fall Arrest, propane handler's certificate, Smart Serve, school- or work-related awards, and other qualifications/licences)

Volunteer Experience

Interests

References (minimum of two – maximum of four)

Name

Position

Company

Phone Number

Assignment 7 – Cover Letter (Possible Format)

The cover letter should contain all of the most relevant information that you want the employer to know about you. If, at the end of your interview, the employer knows this information, then you have had a good interview.

The cover letter will also help you answer the first question in your SHSM cooperative education placement interview, which will ask you to tell the interviewers something about yourself.

Paragraph 1

Introduce yourself.

- why you are interested in this opportunity
- your long-term education and career goals

Paragraph 2

Summarize your work experience.

- highlight any related work experience

Paragraph 3

Summarize your qualifications for this opportunity – for example:

- related courses
- related certifications
- personal characteristics

Paragraph 4

State when you are available to work.

- the number of hours per day you can work
- preferences (or lack of preferences) for shifts, overtime, weekends
- preferences (or lack of preferences) for part-time or full-time work

Paragraph 5

Indicate why you think you would be an excellent choice for this program.

Indicate that you are willing to attend an interview.

Paragraph 6

Concluding statement

Closing

Assignment 8 Proposed Timetable

_____ / ____ / ____
 (name) (birth date Y/M/D)

Home Phone (____) _____ presently attending _____ School

intend to enrol in the SHSM in _____ offered at _____ .

My plan is to take the following credits:

# of courses	Grade 11 Semester One	Course codes			
	SHSM Major credits:				
	Other SHSM required credits:				
	Other courses:				
	Total credits to be taken				

# of courses	Grade 11 Semester Two	Course codes			
	SHSM Major credits:				
	Other SHSM required credits:				
	Other courses:				
	Total credits to be taken				

Assignment 8 Proposed Timetable

# of courses	Grade 12 Semester One	Course codes			
	SHSM Major credits:				
	Other SHSM required credits:				
	Other courses:				
	Total credits to be taken				
# of courses	Grade 12 Semester Two	Course codes			
	SHSM Major credits:				
	Other SHSM required credits:				
	Other courses:				
	Total credits to be taken				

GLOSSARY

Contextualized learning activity (CLA):

An opportunity for students to study a school subject in the context of knowledge and skills required in their SHSM sector. CLAs allow students to achieve selected curriculum expectations of the "other required credits" of the SHSM in a sector-specific context. One or more CLAs, requiring a total of at least 6 hours to complete, must be incorporated into each of the other required courses.

Cooperative education:

A planned learning experience, for which students earn credits, that integrates classroom theory and learning experiences at a workplace. This enables students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

Dual credit:

An apprenticeship or college course taken by a student while still in secondary school that will count towards both the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, or degree. Dual credits must be approved by the Ministry of Education.

Experiential learning:

Learning that takes place outside the classroom setting. This may include job shadowing, job twinning, work experiences, workplace visits, skills competitions, visits to postsecondary institutions, and mentoring experiences.

Major credits:

The four required credits identified in each sector-specific guide that provide students with sector-specific knowledge and skills. These major credits may be:

- credits for Ontario curriculum courses;
- credits for ministry-approved locally developed courses (LDCs); or
- dual credits, which are subject to their own approval policies and procedures.

National Occupational Classification (NOC):

A four-digit number assigned by Human Resources and Social Development Canada (HRSDC) to an occupation. Accessing the NOC provides occupational information related to a specific career. For further information, visit <http://www23.hrdc-drhc.gc.ca>.

Ontario Skills Passport (OSP):

A web-based resource developed by the Ministry of Education and the Ministry of Training, Colleges and Universities that provides descriptions of Essential Skills required in many occupations and identifies key work habits needed for success in the workplace. For further information, visit <http://skills.edu.gov.on.ca>.

Ontario Youth Apprenticeship Program (OYAP):

A specialized program offered through Ontario secondary schools that enables students who are 16 years of age or older to meet diploma requirements while participating in an occupation that requires apprenticeship. Students enrolled in OYAP earn cooperative education credits.

Sector associations or organizations:

Formal organizations representing the interests of their membership in trades and professions in various areas of the economy, such as health care, finance, manufacturing, agriculture, and construction.

Sector councils:

Federal organizations, recognized by Human Resources and Social Development Canada (HRSDC), that support a specific industry. Sector councils cover about 45 per cent of the Canadian labour force. The Alliance of Sector Councils (TASC) links sector councils to key government departments and provides a forum for cooperation and learning. For further information, visit www.councils.org.

Sector-recognized certifications and training:

Certifications and training in skills and knowledge that are required and/or useful for work in particular sectors of the economy. With the exception of WHMIS, certifications and training courses/programs must be delivered by a person recognized by the certification provider or, where applicable, by the sector as an authority.

Sector-specific guides:

Documents released by the Ministry of Education that outline in detail the five components required for the Specialist High Skills Major in each economic sector for which an SHSM may be offered.

